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Title: Getting published: A guide for the aspiring practitioner.

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Abstract: In this article, two experienced authors describe twelve steps involved for school social work practitioners interested in writing for publication. They discuss four kinds of scholarship that can lead to publication and how to get started. They show how to support one's arguments through evidence, logic, and organization and how to overcome four types of obstacles. Ethical issues regarding protection of human subjects, plagiarism, authorship, and conflicts of interest are addressed. The authors also discuss how to obtain criticism, revise the paper, test one's ideas with a larger audience, and polish the work. Next, they explain how to select a journal and submit a manuscript. Finally, the review process is elucidated and suggestions are given for digesting the criticisms before resubmission.

Key Words: Publication; scholarship; school social work; writing

Title: A pressing need for acceptance of an advanced national school social work certification.

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Abstract: It is imperative to revisit the question of a national certification for school social work. The National Board for Professional Teaching Standards (NBPTS) is using incentives to lure teachers to voluntarily obtain national certification. NBPTS has recently developed a national certification for school counselors despite the existence of a national certification administered by a school counseling professional organization. Combined with increasing demands for accountability, the urgency of school social work practitioners to tackle the issue has escalated. To address the need for a national certification that is recognized to be equivalent to teacher certification, it is crucial that school social work practitioners reach general agreement on and acceptance of a national certification, achieve a spirit of collaboration among professional and state school social work and social work organizations, and find implementation funding.

Key Words: Advanced practice; national certification; performance-based assessment

Title: Emotional and behavior management considerations for students with hearing impairments.

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Abstract: Hearing impairment, while often perceived to be an exclusive category, relates to a range of disabilities that children may experience. Hearing impairment, even when successfully treated, may increase the likelihood that a child will experience emotional distress in the school environment. The definition of and potential effects of hearing impairment for school-age children are discussed. Student behavior is understood as having a communicative function. Ameliorative intervention strategies, such as visual support, classroom support, peer support, and general support, are summarized.

Key Words: Behavior management; consultation; hearing impairment; school social work

Title: Silent victims: How school social workers can support children exposed to domestic violence.

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Abstract: Research findings indicate that children who witness violence, particularly in the family, are adversely affected and become silent and hidden victims. To aid in this problem, teachers must become more aware of identifying warning signs, appropriate interventions, and available resources. This study determined what knowledge teachers have about the impact of domestic violence, the resources available for intervention, and knowledge of prevention strategies. Results indicated that teachers do agree that students are negatively impacted by family violence. Implications support the need to train teachers how to identify children experiencing family violence, the need for school social work services, and the need for increased awareness so that schools can better meet the needs of individual children.

Key Words: Child development; domestic violence; teachers; victims; witnesses

Title: Evaluating school-based counseling groups.

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Abstract: It is becoming increasingly important for leaders of school-based counseling groups to be able to provide evidence that their groups are effective. School social workers need to be aware of appropriate methods for evaluating these groups, whether functioning as group leaders or as consultants to group leaders. This article reviews a number of approaches for evaluating effectiveness of counseling groups and provides a critical analysis of the applicability of those methods to school-based counseling groups. Best practices in evaluation of school-based groups are described and future research directions are suggested.

Key Words: Counseling groups; evaluation; evidence-based practice; groups; school social work